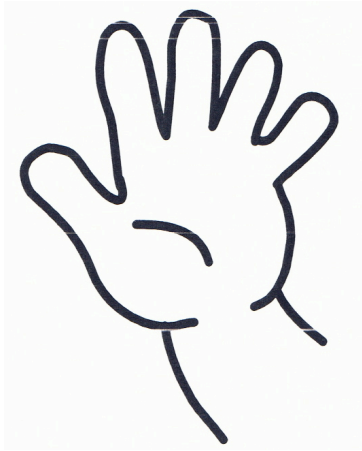


Generating Ideas

1



- ❑ Student's trace hand on paper.
- ❑ They write the important topic on the palm of the hand.
- ❑ They write 5 facts about the topic on each finger.
- ❑ Students pair with a partner to share their outline.

Laura Terrill



HOUGHTON MIFFLIN HARCOURT
Education Place

2

Name _____ Date _____

Sandwich Chart

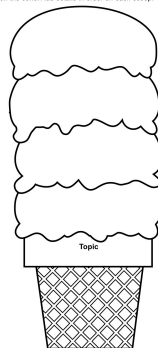
Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.

Topic:	
Detail:	
Detail:	
Detail:	
Concluding Sentence:	

Name _____ Date _____

Ice-Cream Cone

Write your topic on the cone. Add details in order on each scoop.



Nombre _____ Fecha _____

Tabla de persuasión (Persuasion Map)

Escribe tu objetivo en el primer recuadro. Escribe tres razones en los siguientes recuadros. Escribe hechos y ejemplos en los últimos recuadros.

Objetivo	Razón 1	Hecho/Ejemplo
		Hecho/Ejemplo
		Hecho/Ejemplo
	Razón 2	Hecho/Ejemplo
		Hecho/Ejemplo
		Hecho/Ejemplo
	Razón 3	Hecho/Ejemplo
		Hecho/Ejemplo
		Hecho/Ejemplo

Education Place: <http://www.eduplace.com>

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eduplace.com/graphicorganizer/spanish/

Big People

3



- Trace a major character.
- Write notes about the character inside the body.
- Draw arrows outside the body.
- Add specific events and page numbers.
- Use as source for ideas.

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Deborah Dean

Sentence Fluency

4



“Fluent writing is graceful, varied, rhythmic — almost musical. It’s easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before.”

Ruth Culham

Laura Terrill

Write 5 sentences about summer.....

5



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

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Teach transitions

6



but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

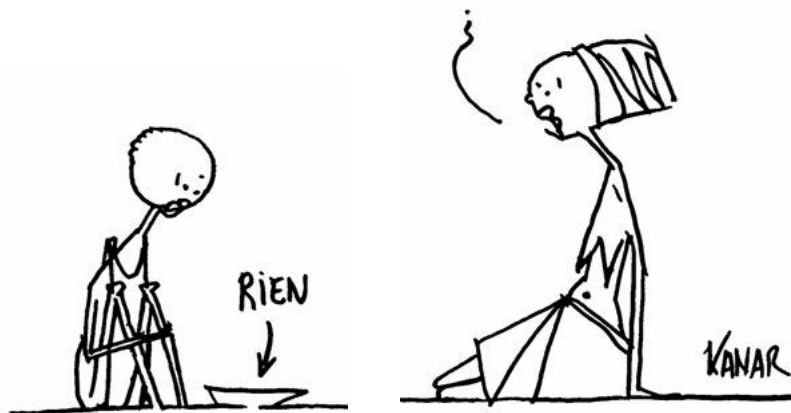
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7



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8



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Two Voice Poems

10

An example poem for two voices
written by NNWP consultant Campbell Pontius

<u>Voice #1:</u>	<u>Voice #2:</u>
I am a polar bear	I am an SUV
I eat fish	I guzzle petroleum
I must swim for my food	People pump mine
But I can't swim forever	I burn gas pretty fast
When I get tired	When I pollute
I depend upon	I begin to destroy
Ice caps.	

http://www.writingfix.com/PDFs/Comparison_Contract/Poem_Two_Voices.pdf

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An unusual event.....

11

1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

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12



It was a dark and stormy night when Zapata met El Chupacabra.

—
—
—

Sadly Zapata learned too late that nightmares do come true.

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La Guernica

13



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R.A.F.T.S. — La Guernica

14

persuade, analyze, create, predict, compare, defend, evaluate

Role	Audience	Format	Topic
German government	citizens of Guernica	letter	apology for what was done
Franco	people of Spain	speech	protestation of innocence
Museum curator	Picasso	newspaper interview	questions about the painting and likely answers
Soldier	Commander	telegram	reasons for defeat
Mother	Diary	journal entry	what happened and personal thoughts about war
?	?	?	?

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A few of my favorite things....

15

Select 10 of your favorite items. Identify where they were made on a world map. Research one of your items and tell its story. Show where it comes from and include the material and physical costs of the item. Explain how the item promotes or does not promote responsible consumerism. Explain why this item is important to you.



J'ai une assiette qui vient de Quimper en Bretagne.....

J'ai un ordinateur qui vient de Chine....

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Quick Write

16



Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

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Conventions

17



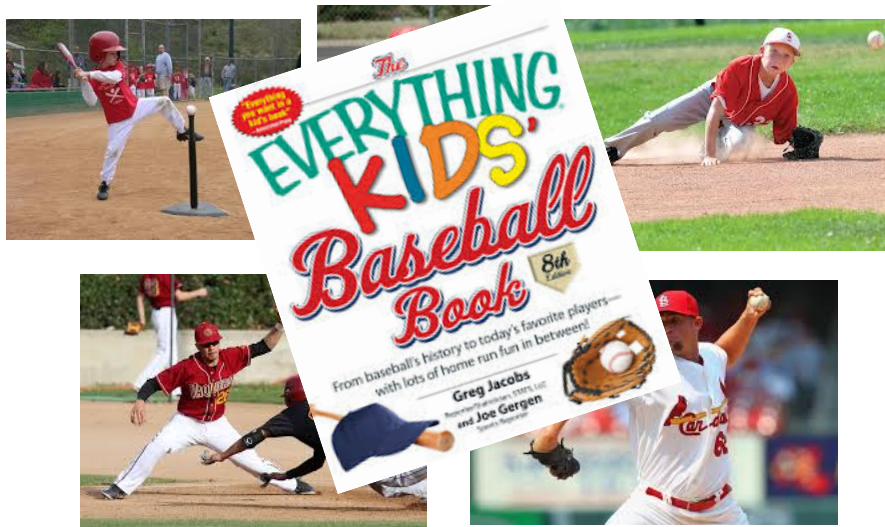
"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."

Ruth Culham

Laura Terrill

Learning a language is like learning.....

18



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Conventions

19

Correct use of all conventions	→	Risk-taking
Writing errors are bad, they are indicators of failure	→	Writing errors are good, they are opportunities for instruction

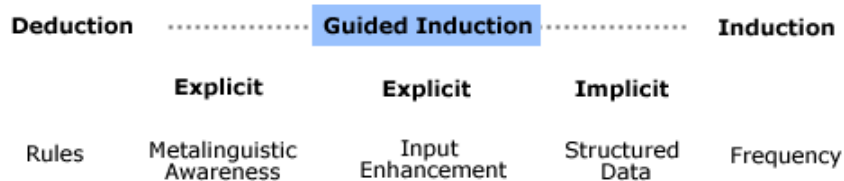
“It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create.”

--Culham

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Grammar Continuum

20



<http://coerll.utexas.edu/methods/modules/grammar/03/>

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Write to incorporate structures.

21



Write a short description as if you are the one in these pictures. Write as much as you can. Include:

- personal details – name, age, nationality, where you are from
- physical traits and personality traits



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Great Art of France: Virtual Visits

22



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

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Yesterday – Today - Tomorrow

23

What did
you do?



What are
you going
to do?

What are you doing?

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City Life

Do the tasks match the targeted performance level?

Do they allow students to address the essential question in some way?

24

Interpretive Mode

Students will identify places in a city based on written and/or oral directions.

Interpretive Mode

Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.

Interpretive Mode

Students will read tourist information written for people planning to visit the city and use that information to determine where to go.

**Communication – Collaboration – Creativity –
Critical Thinking**

Presentational Mode

Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.



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Presentational Rubric

25	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i>	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i>	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i>	My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i>
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
How well do I complete the task?	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.
Laura Terrill				

Presentational Rubric, part 2

26	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How organized is my writing?	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
How are knowledge and understanding of the target culture represented?	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.
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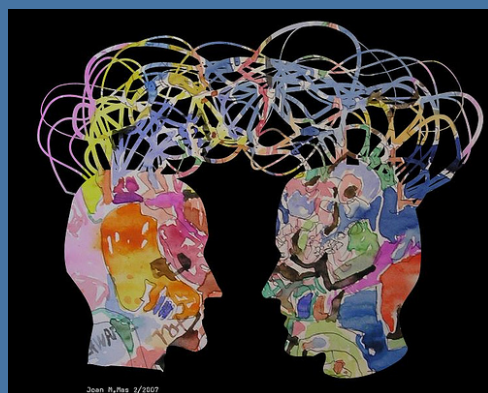
Interpersonal Mode

27

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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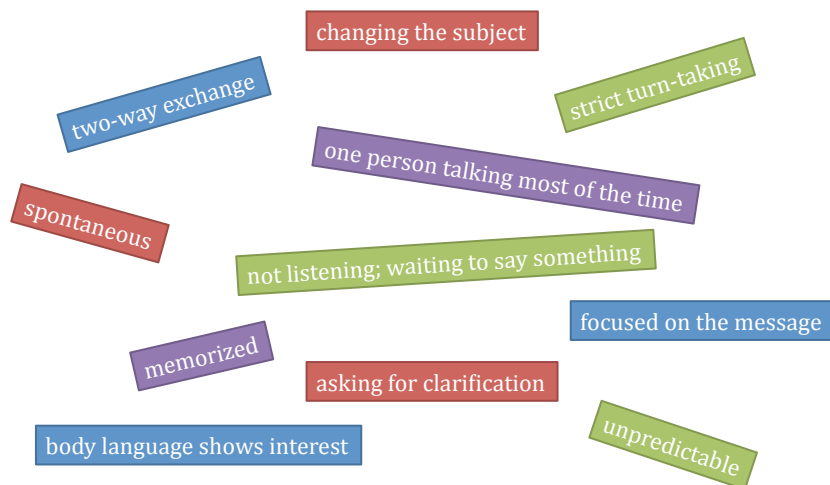
What is your
definition of
meaningful
communication?

28

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Interpersonal Communication is.....

29



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Interpersonal Communication....

30

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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31



What percentage
of your grade is
allocated
to interpersonal
(unrehearsed)
communication?

<http://www.iuckr.com/photos/dilaudid/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

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Teach Circumlocution *What's different?*

32



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Ask questions

33



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Ask Questions

34

- In the book “right there” (**text explicit**)
- In my head “think and search” (**text implicit**)

- Who?
- What?
- When?
- Where?
- Why?
- Which would?
- If....then?
- Who can?
- How did?



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Raise the proficiency level

35

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Raise the proficiency level

36

Create a sentence that combines the ideas in both images.



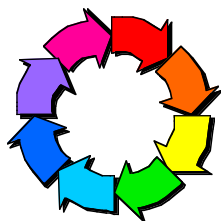
1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Raise the proficiency level.....

37



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.
Ask a follow-up question to get more details.

Laura Terrill